Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1
Somerset Independent School District	1746002325	7791 6th Street

Mailing address line 2	City	State	ZIP Code
P.O. Box 279	Somerset	TX	78069

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
015909	001 Somerset High School 041 Somerset Junior High School 101 Somerset Elementary School 103 Early Childhood Elementary 104 Barrera Veterans Elementary 105 Savannah Heights Intermediate School	20	TX-023	829314207

Primary Contact

First name	M.I.	Last name	Title
Gloria	C	Wynkoop	Director of Human Resources

Telephone #	Email address	FAX #
866-852-9858 x6006	gwynkoop@slsdk12.net	866-676-7721

Secondary Contact
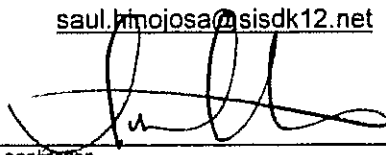
First name	M.I.	Last name	Title
Shannon		Boyd	Director of Secondary Curriculum

Telephone #	Email address	FAX #
866-852-9858 x6306	shannon.boyd@slsdk12.net	866-852-9860

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Saul		Hinojosa	Superintendent of Schools

Telephone #	Email address	FAX #

701-14-101-048

Texas Education Agency
866-852-9858 x6004
Signature (blue ink preferred)

saul.hinojosa@sisdk12.net

Standard Application System (SAS)
866-852-9860
Date signed

Only the legally responsible party may sign this application.

701-14-101-048

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015909	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015909	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID: 015909		Amendment # (for amendments only):	

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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| Schedule #5—Program Executive Summary ||
| County-district number or vendor ID: 015909 | Amendment # (for amendments only): |

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Somerset ISD has embarked upon the implementation of the National Institute for Excellent in Education's (NIET) The System for Teacher and Student Advancement (TAP) model. TAP is a comprehensive research-based reform model that incorporates all major required elements of the Educator Excellence Innovation Program grant. The model specifies differentiated compensation for teachers and principals based on teacher and student performance, both in the classroom and linked assessment data. The model's strength is in its focus on a rigorous accountability system paired with strong support for school leaders and teachers.

The model has been in place since the 2011-2012 school year at Somerset Junior High with assistance through the first DATE grant and the 2010 Teacher Incentive Fund. In 2012-2013, Somerset High School was added to the 2010 TIF grant. Since its implementation at Somerset Junior High School, the campus has shown tremendous growth in student academic achievement. Additionally, teacher retention has also increased. It was due to these results that Somerset ISD decided to begin implementation of the TAP model at the district's other four campuses. Although, the implementation is a modified model. It is through this grant that Somerset ISD would benefit in implementing the comprehensive model. Funding for the various components prevents the district from accomplishing this.

The program that Somerset ISD plans to deliver is the comprehensive model currently implemented at the initial two schools receiving funding from the TIF grant.

TAP is a comprehensive reform system that seamlessly integrates all the areas of focus of the EEIP grant by providing opportunities for career advancement, professional growth, instructionally focused accountability and strategic compensation leading to recruitment and retention of highly qualified and effective teachers. The model targets professional development, mentorship and induction through Master and Mentor Teacher positions. Evaluations by administrators, Master and Mentor teachers is through the utilization of a TAP Skills, Knowledge and Responsibilities Rubric.

The TAP model has within its components a critical piece for growth in today's teachers, especially new teachers to the field. Hiring and keeping the best qualified and effective teachers will result in teachers wanting to stay in a district, not just because of strategic compensation, rather for the support mechanisms that are in place. Somerset ISD's location makes it difficult to compete with other larger metropolitan districts in San Antonio. The implementation of a model that targets performance instead of seniority, through the embedded strategic compensation will help the district to remain competitive in its hiring and retention of quality teachers. This model challenges those teachers who are willing to take the benefits of such a model and the potential to earn higher salaries through performance and remain with the district. As a result of the TAP implementation, Somerset Junior High School has retained highly qualified teachers. Somerset ISD hopes to replicate this at the other campuses through the district-wide implementation.

As important as hiring is to any school district, the TAP model's mentorship and embedded professional development ensures that teachers not only receive critical support by Master and Mentor teachers, but also benefit from the weekly professional development sessions called cluster meetings. These meetings are held weekly and led by the Master Teacher. This restructuring of the school schedule provides time during the regular day for teachers to collaborate on learning new instructional strategies or to analyze student data. This collaboration amongst the teams leads to a focused, data-driven professional development targeting those areas identified at the campus level and through data disaggregation. Its impact is specific to the needs of the campus and the teacher. This model's focus is to help teachers become better educators by receiving the support, not just on one day, but on an ongoing basis from fellow educators on campus, foremost to the teacher's growth.

In addition to the support given to new educators to the field through this program, TAP also addresses the need to reward good educators already in the field. Master and Mentor teacher provide career teachers an opportunity to grow through new roles and responsibilities. The structure enables good teachers to advance without leaving their classroom and opportunities for shared instructional leadership. While we did add one Master Teacher to the modified TAP implementation, it is clear that in order for the model to work, additional Master Teachers are needed to meet the model's ratio. The grant request would help us reach the needed ratio levels implementing the model with fidelity. Also, the Mentor teachers at the four campuses under the modified model would be provided with the salary augmentation equal to the other schools and begin evaluating teachers assigned to them.

Teachers are observed three or four times under the TAP model. This evaluation encompasses formal and informal observations conducted by Administrators, Master and Mentor teachers. These observations are announced or unannounced. Observers utilize the TAP Skills, Knowledge and Responsibility Rubric during a lesson from beginning to

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Texas Education Agency
Standard Application System (SAS)

Schedule #6 — Program Budget Summary

County-district number or vendor ID: 015809	Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016   Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$565,800	$	$565,800	$565,800	$	565,800
Schedule #8	Professional and Contracted Services (6200)	6200	$23,115	$	$23,115	$23,115.00	$	$23,115
Schedule #9	Supplies and Materials (6300)	6300	$	$	$	$	$	$
Schedule #10	Other Operating Costs (6400)	6400	$24,000	$	$24,000	24,000	$	24,000
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	$	$	$	$	$	$
	Total direct costs:		$612,915	$	612,915	612,915	$	612,915
	Percentage% indirect costs (see note):		N/A	$	$61,292	N/A	$	$61,292
	Grand total of budgeted costs (add all entries in each column):		$612,915	$	$674,207	$612,915	$	$674,207

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$612,915	612,915
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$61,292	61,292

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NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are not in addition to the grant award amount. They are part of the total grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 015909			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Master Teacher	5	5	$300,000	300,000
2	Master Teacher Match for TIF Grant at 20%	2	2	24,000	24,000
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18		Subtotal employee costs:			$324,000	$324,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$13,300	$13,300
20	6119	Professional staff extra-duty pay		$152,000	$152,000
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$76,500	$76,500
23	61XX	Tuition remission (IHEs only)		$	$
24		Subtotal substitute, extra-duty, benefits costs		$241,800	$241,800
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$565,800	$565,800

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015909	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$0

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	NIET (National Institute for Excellence in Teaching) TAP (Teacher Advancement Program) Summer Institute Support – 3 Days at $1,500 per day. Amount requested is to support the 4 campuses not in the 2010 TIF grant. Total of 6 campuses. 4 of 6 = 67% of total cost. $1,500 X 67% = $1,005.00 X 3 days = $3,015.00	☐	$3,015	$3,015
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$3,015	$3,015

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: NIET (National Institute for Excellence in Teaching) TAP (Teacher Advancement Program) Master Teacher and Mentor Teacher Monthly Support	☐ Yes, this is a subgrant		
	Describe topic/purpose/service: This is the cost paid for the NIET consultant to meet and provide necessary support to Master and Mentor Teachers. The cost is $1,500 per day. The amount requested is to support the 4 campuses not in the 2010 TIF grant. Total of 6 campuses. 4 of 6 = 67% of total cost. $1,500 X 67% = $1,005 per day X 10 months. $10,050 (Master Teacher Support) and $10,050 (Mentor Teacher Support)			

1	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$20,100	$20,100
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$20,100	$20,100

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015909	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
2	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
3	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
4	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
5	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015909	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
6	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
7	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
8	**Contractor's Cost Breakdown of Service to Be Provided**		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

		Year 1	Year 2
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$20,100	$20,100
a.	Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$0	$0
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:	$3,015	$3,015
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$20,100	$20,100
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$0	$0
	(Sum of lines a, b, c, and d) Grand total	$23,115	$23,115

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015909	Amendment number (for amendments only):

Expense Item Description

					Unit Cost	Year 1	Year 2
		Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				$	$	$
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$	$
	Grand total:					$0	$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015909		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	$24,000	$24,000
	Specify purpose: It is highly recommended that members of the TAP (Teacher Advancement Program) Leadership Team or TLT attend the National TAP Conference. Attending the conference would include the Principal, one Master Teacher and one Mentor Teacher per campus. The 4 campuses not in the 2010 TIF grant would be sent using these funds.		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$	$
Remaining 6400—Other operating costs that do not require specific approval:		$	$
Grand total:		$24,000	$24,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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\#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 015909			**Amendment number (for amendments only):**		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$0	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 015909			Amendment # (for amendments only):		

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:				
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	22	.6%	Attendance rate	95.1%
Hispanic	3363	86.2%	Annual dropout rate (Gr 9-12)	4%
White	471	12%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	69%
Asian	3	.1%	TAKS commended 2011 performance, all tests (sum of all grades tested)	2%
Economically disadvantaged	3055	78.27%	Students taking the ACT and/or SAT	69.2%
Limited English proficient (LEP)	496	12.71%	Average SAT score (number value, not a percentage)	833
Disciplinary placements	45	42%	Average ACT score (number value, not a percentage)	17.5

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	5	2.2%	No degree	2	.9%
Hispanic	124	52.9%	Bachelor's degree	196	83.6%
White	98	42.1%	Master's degree	36	15.6%
Asian	2	.9%	Doctorate	0	0%
1-5 years exp.	110	46.9%	Avg. salary, 1-5 years exp.	45,221	N/A
6-10 years exp.	51	21.7%	Avg. salary, 6-10 years exp.	46,741	N/A
11-20 years exp.	34	14.9%	Avg. salary, 11-20 years exp.	50,231	N/A
Over 20 years exp.	20	8.8%	Avg. salary, over 20 years exp.	57,476	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	276	293	306	298	283	269	278	278	285	297	301	270	254	214	3903
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	276	293	306	298	283	269	278	278	285	297	301	270	254	214	3903

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	14	14	17	15	15	14	21	17	23	23	22	12	10	2	219
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	14	14	17	15	15	14	21	17	23	23	22	12	10	2	219

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Somerset ISD is engaged in the site based decision-making improvement planning process at the district and campus levels. Committees, meeting monthly, are formed, with participation from stakeholders including school board members, campuses, district and community. At least two-thirds of the members of the District Education Improvement Committee (DEIC) are classroom teachers, as required in [TEC 11.251(b), (c), (d), and (e)]. A list of the committee members' names and roles are included in the plan.

Prior to the start of the academic school year, the board of trustees adopts a shared vision statement (To become an exemplary district) and mission statement (Provide exemplary preparation for higher education and life) to express the present/future needs of the children/community in support of the state's mission, objectives and goals and declare a fundamental purpose.

Student achievement indicators and other appropriate measures of performance guide the committee in identifying strengths and needs, based on current data including, but not limited to, student achievement, college readiness, student demographics, students in special programs, discipline, climate, budget data, etc. Needs are then identified and prioritized by demographics, student achievement, culture and climate, staff quality/recruitment/retention, curriculum/instruction/assessment, family/community involvement, district context/organization and technology.

The Board adopts comprehensive district goals, used in the district plan and campus plans. Measurable, annual performance objectives are developed and include strategies to meet each goal. The performance objectives include all student populations served by Somerset ISD.

A comprehensive Improvement plan is developed and reviewed quarterly, to assess progress of goals/objectives/strategies and to determine if they are resulting in the intended Improvement of student performance. This three-year comprehensive district Improvement plan Includes a vision statement, mission statement, goals, performance objectives, and strategies.

With the assistance of the district-level planning and decision making committee [TEC 11.252(a)], the superintendent must annually develop, evaluate, and revise the district plan and the Principal must do the same for the campus plan with the assistance of the campus-level committee.

We believe that when all these pieces are accurately identified, well planned, reviewed, and correctly implemented, student performance will increase.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Demographics Needs** Performance gaps with ethnic groups and English Language Learners and Special Education exist. The at-risk population of students continues to increase and represents over 50% of the district enrollment. Over 80% of the student population is identified as economically disadvantaged.	Additional Master/Mentor teachers will provide additional coaching opportunities to individuals and groups (cluster) to ensure professional development is ongoing, job-embedded, collaborative, driven by analysis of teachers' specific student achievement data to meet the specific needs of ethnic groups and ELL/Sp Ed, At-risk students.
2.	**Student Achievement Needs** SISD must focus on alignment of ELA from prekindergarten 3 to high school in both reading and writing. Aligning teaching strategies/collaboration among staff for sub-populations based on student needs (English Language Learners and Special Education)	The content of staff development is driven by careful analysis of student and teacher needs, specific to each school. The additional Master/Mentor teachers will lead collaborative teams (cluster) to learn and develop new strategies and analyze the impact of those strategies on student learning by comparing pre/post test data with formative assessments to evaluate success of strategy, based on student learning/achievement.
3.	**District Culture and Climate Needs** Embracing district wide initiatives is key to fidelity of implementation. (Teacher Advancement Program) Promoting college, career, and citizenship readiness, along with 21st Century Skills should be the focus.	Additional staff would allow for implementation of TAP with the highest level of fidelity so that the research supported collaborative learning teams and instructional coaching can deliver positive results for teachers and students.
4.	**Staff Quality, Recruitment, and Retention Needs** Implement strategies for increased retention of highly qualified teachers by recognizing and rewarding outstanding teachers through performance pay.	The TAP system uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in TAP schools.
5.	**Curriculum/Instruction/Assessment** A vertically aligned reading/writing process is lacking. Coherent graduation plans need to be developed. Closing achievement gaps is needed, particularly for special education, Bilingual/ESL, CTE, and migrant students.	Job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the TAP system. The professional development content is driven by analysis of student and teacher needs, as indicated by data. Master/Mentor teachers will then provide coaching support to all staff (individually and in groups).

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Schedule #14—Management Plan

County-district number or vendor ID: 015909	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus Administrator	Master's Degree in Educational Administration, Texas Principal Certificate, working knowledge of curriculum and instruction, ability to evaluate instructional program and teaching effectiveness, two years experience as classroom teacher, 3-5 years experience in instructional leadership role
2.	Master Teacher	Bachelor's Degree in relevant academic discipline (Master's degree preferred), valid teaching certificate, demonstrated expertise in content, curriculum development, mentoring and professional development, 5 years of successful teaching measured by performance evaluations
3.	Mentor Teacher	Bachelor's Degree in relevant academic discipline, valid teaching certificate, demonstrated expertise in content, student learning, mentoring and professional development, 3 years of successful teaching measured by performance evaluations
4.	Curriculum Director	Master's Degree in Education Administration, knowledge of assessments/staff development, ability to evaluate instructional programs and teaching effectiveness, 3 years as a classroom teacher, 3 years in instructional leadership role
5.	NIET Consultant	Necessary training and requirements determined by NIET to provide the necessary support and guidance in ensuring comprehensive and effective implementation of TAP model, support Master and Mentor Teachers, support campus administrators and district TLT members

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	All leadership team members participate in and complete Texas Summer Institute training	1.	Summer Institute dates secured	03/01/2014	03/31/2014
		2.	Summer Institute dates communicated district-wide	03/31/2014	04/15/2014
		3.	Leadership team members attend/complete training	05/01/2014	07/31/2014
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Mentor and Master Teachers Re-Apply for their positions	1.	Positions posted	03/31/2014	04/05/2014
		2.	Interviews conducted	04/30/2014	05/15/2014
		3.	Recommendations made to the School Board	05/31/2014	06/07/2014
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	CORE/Re-Certification for all district appraisers	1.	New Master/Mentor/Administrators go through certification training	06/01/2014	07/31/2014
		2.	All returning Master/Mentor/Administrators recertify	07/31/2014	09/15/2014
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	District TLT Meetings occur monthly	1.	Set meeting dates for the 2014-2015 school year	06/30/2014	07/31/2014
		2.	Communicate monthly meeting dates to admin team	07/31/2014	08/30/2014
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Master/Mentor Meetings occur monthly	1.	Set meeting dates for the 2014-2015 school year	06/30/2014	07/31/2014
		2.	Communicate monthly meeting dates to admin team	07/31/2014	08/31/2014
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes and procedures that are currently in place to monitor the attainment of the goals and objectives include several layers. There is a District-level team in place including the Associate Superintendent of Instructional Services, along the with Directors of Secondary and Elementary Curriculum that have been trained and fully certified as TAP appraisers as well as Tap Leadership Team (TLT) appraisers for the district. This enables the district to add layers of support to the campus Principals, campus TLTs, Master and Mentor teachers. There are monthly District TLT meetings consisting of campus Principals and district staff that monitor the implementation on the campuses and support inter-rater reliability throughout the district with several aspects of the program. Weekly visits are made to the campus Cluster meetings being held by Master Teachers and timely feedback is given to support them as they grow with the model. The Director of Secondary Curriculum also serves as the TAP lead for the District and oversees the rollout of the program to all campuses and ensures that all components of the program are being met, including timelines and evaluations. TAP is communicated to the district staff, administration, students, parents, and community members through monthly School Board reports that include updates to the implementation, handouts of flyers at campuses during open house-type events, and communication with local media when appropriate to highlight what is happening in the District. There have been scheduled sessions on each campus periodically during the school year presented by District staff to ensure consistency in the messages that are being delivered as well as Trainer of Trainer modules that Principals have been trained on and then turn around to their staff. Through all of these measures that are currently in place, the district and campus teams are able to monitor the program closely so any adjustments that need to be made are done seamlessly and timely.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently we have two campuses that are in subsequent years of TAP implementation. Our Junior High School is in its fourth year of implementation and our High School is in its second year of implementation. Our other four campuses in the district are currently in their first year. With the tremendous success we have seen with TAP at our Junior High campus and the growth of our teachers and students, we have created a high-level of buy in already from all of our campuses, our Central Office staff, and our School Board. Our community and parents see the success at the Junior High campus and are eager to have that success replicated at all other schools in the district Due to the amount of Central Office support and growing expertise, including a TAP lead (Director of Secondary Curriculum) and the Director of Human Resources serving as our fiscal contact for the grant, we have assembled a team that communicates regularly about TAP and its implementation. We also discuss budget needs and expenditures so that we are capitalizing on every dollar and not duplicating efforts. Also currently in place are monthly District TLT meetings, monthly Master and Mentor teacher meetings, weekly cluster professional development sessions on every campus, weekly TLT meetings on every campus, and a district team of TAP certified and TLT certified evaluators. We are looking for, and committed to, building the capacity toward fidelity of the program.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	TLT Observations	1.	TLT meetings on each campus occurring regularly (weekly).
		2.	TLT meeting being planned effectively through use of the TLT rubric.
		3.	TLT meetings effectively build capacity of its members in all required areas.
2.	Teacher Observations	1.	Monitoring teacher evaluations for completion according to timelines.
		2.	Monitoring that post-conferences are occurring by intended timelines.
		3.	
3.	Teacher Walkthroughs	1.	Monitor classrooms visits including timely teacher feedback
		2.	Ensure teachers make gains in their instruction based feedback received.
		3.	
4.	Inter-rater reliability	1.	All teacher observations and walkthroughs are being scored based on evidence collected and use of the instructional rubric.
		2.	All staff members are scoring teachers within one point of each other.
		3.	
5.	Cluster Observations	1.	Master Teachers deliver cluster content with fidelity based on the Cluster Observation Rubric.
		2.	Cluster is being held on a weekly basis on all campuses.
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are two groups of teams that will ensure data is collected, analyzed and used for planning of Cluster and to address areas of need. The campus TLT (TAP Leadership Team) looks specifically at their data, which may include Unit Tests, Benchmark Assessments, individual teacher SKR scores, walkthroughs conducted by all TLT members, data collected from the walkthroughs and meetings held in Cluster sessions. Weekly TLT meetings are meant specifically to review such data to address not only the needs of teachers, but especially student academic achievement from the various data collected. This is an ongoing process meant to ensure that areas of need identified through the evaluation of data are addressed both at the TLT meeting and then in Cluster with the teachers. The requirement of weekly meetings ensures that all participants of TAP on campus are receiving the necessary data followed by specifically directed action plans to address weaknesses. In addition, Master and Mentor teachers, through walkthroughs and post-conferences target identified areas and provide the necessary support. Data disaggregation is a critical component of the model, as it drives meetings.

At the district level, monthly District TLT meetings are held. The Associate Superintendent of Instructional Services and both Directors of Curriculum lead these meetings, which also include campus administrators and all other instructional directors. These meetings are meant to address and discuss student data throughout the district and its impact on strategies being utilized and shared in Cluster and one-on-one coaching. It is in these meetings that teacher evaluations and walkthrough data from the CODE portal is evaluated and reviewed. CODE is a portal used by all evaluators to enter evaluation scores. These reports are generated and shared to ensure evaluations are reviewed and checked for inter-rater reliability. The meetings provide administration with an opportunity to detect any issues with program delivery, fidelity to the program model and timelines.

The three members of the Instructional Services Department are also certified evaluators of TLT meetings. Their training and review of TLT meeting provides additional support in ensuring the meetings are held according to TAP requirements. This is yet another way any issues can be detected and addressed immediately.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Statutory Requirement 1: <u>Required</u> - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities
A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, in this grant project educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "Skills Knowledge and Responsibilities (SKR) score" portion of the TAP performance award. The districts' schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This 360-degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Master and mentor teacher selection
Master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

Master and mentor teacher training
As members of the TAP Leadership team master and mentor teachers are required to attend an extensive CORE training during the summer before initial TAP implementation. This initial CORE training includes an overview of the TAP system, an in depth training on the evaluation process, leadership team, cluster group meetings, and field testing. Each leadership team member, including master and mentor teachers, must attend these initial CORE trainings and then successfully complete a certification test prior to becoming a certified TAP evaluator.

Master and mentor teacher release time
The master and mentor teachers play essential roles in TAP. In addition to helping create the academic achievement plan for the school, the mentor role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored. Mentor teacher release time is available for coaching mentees or evaluation and observations. Master teacher release time is available for demonstration or model lessons, evaluation, observation of teachers, team teaching and planning cluster meetings.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Statutory Requirement 2: <u>Required</u> - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Evaluation

Classroom observations—announced and unannounced—are conducted by members of the TAP Leadership Team (principal, assistant principal(s), master and mentor teachers) four or more times a year. To ensure the rigor of these observations, the TAP Leadership Team must undergo training and annual certification in the use of TAP's rigorous classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards*. The table below illustrates one of the instructional indicators on the rubric.

Teacher Content Knowledge Indicator from the Instruction Domain of the TAP Rubric

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.

The rubric is shared and explained with teachers during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. TAP's evaluation data management system automatically tracks scores to ensure inter-rater reliability.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015909	Amendment # (for amendments only):

Statutory Requirement 3: <u>Required</u> - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers in participating districts will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their performance on a 5-point scale.

Evaluating Teachers
Teacher effectiveness will be evaluated *annually* based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher responsibilities survey.

Multiple observation-based assessments per year. Participating schools and districts will require teachers to be evaluated by members of the TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) four or more times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards* (*Standards*). Evaluators are trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths vary based upon content and grade level. TAP requires four annual observations and the TAP evaluation process is imbedded within a larger scope of professional development for the school. Evaluators are annually recertified before conducting evaluations. The Standards cover "Instruction," "Designing and Planning Instruction," and "The Learning Environment" as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). See below for an example indicator.

Figure X: Indicator from the Standards - "Academic Feedback"

The rubric is taught and teachers are thoroughly trained prior to the tool being used in an observation. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson.

Responsibilities survey. Leadership performance standards are established for master, mentor and career teachers, providing an additional measure of effectiveness. These performance standards are measured using a responsibilities survey that takes into account the different responsibilities and leadership roles of the teachers in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final Skills, Knowledge and Responsibilities score (SKR score). See below for an example indicator from the Responsibilities survey.

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Figure 7: Indicator on the Responsibilities Survey - "Growing and Developing Professionally"

Performance Standard	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the master/mentor teacher and principal observations.	Regularly	Sometimes	Rarely

Student growth measures. Teacher effectiveness and differentiated compensation will depend in significant part on student growth measures *at the classroom level.* TAP's teacher evaluation system differentiates levels of effectiveness using multiple ratings categories on all measures; uses student growth at the classroom- and school-level as a significant factor; and requires teachers and principals to be observed multiples times a year using research-based rubrics by multiple trained and certified evaluators. For both teachers and principals, value-added assessment, when conducted by a reputable vendor, provides a rigorous measure of student growth. Value-added also controls for factors external to the school environment, which produces a fair and transparent evaluation of teacher and principal effectiveness.

Additional factors. All teachers' evaluations will also partially depend on value-added growth at the school level and the responsibilities survey. Both of these measures are scored on a five-point scale.
Teachers Evaluated Using a Research-Based Observation Tool. The *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)* establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of Instruction, designing and planning instruction, and the learning environment. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness on a five-point scale. The scores from the four or more observations each year are combined with the score from the responsibilities survey to calculate the summative SKR score.

The *Standards* were developed based on education psychology and cognitive science research focused on learning and instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations. The *Standards* identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction. The following chart shows that teacher ratings are widely distributed in TAP schools, far different from the inflationary pattern seen in other traditional teacher evaluation systems.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TAP system incorporates both strategies that research studies have found to be potentially effective—collaborative learning teams and instructional coaching (Blancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD and ensures that the activities ultimately deliver positive results, both for teachers and for their students. The TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies.

In participating schools, teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called "cluster groups," which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs. The districts' master and mentor teachers will also serve on a school-wide TAP Leadership Team, led by the principal, which will set clear goals for cluster groups and monitors their progress to ensure success

As previously stated, the TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies In improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there Is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting. Participating schools and districts included in this project are committed to implementing this high-impact model of professional development

Unlike the fragmented and disconnected approach to professional development still common In most schools, the TAP system provides teachers with a highly structured and focused form of professional development that Is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data, and led by expert Instructors. In TAP, master teachers, mentor teachers and the principal have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content Is entirely driven by careful analysis of student and teacher needs in any given school. Typical professional development activities include:

Cluster Groups. TAP restructures the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After master teachers introduce a new strategy, teachers use the strategy In their own classrooms, then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further If necessary.

Individualized Coaching. The TAP system expects master and mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers is described in detail in their supplemental contracts. Master and mentor teachers carefully calibrate the content and form of coaching to meet teachers' Individual needs based specifically on the students In the teachers' classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?

- What kind of coaching technique would work best for this teacher in this circumstance—observation and feedback, a demonstration lesson, co-teaching?

- Will one of the "critical attributes" - the essential elements making the strategy successful - be difficult for this

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teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

Master and mentor teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from "lighter" coaching in which the master or mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more Intensive "elbow-to-elbow" coaching wherein they co-teach a lesson to a classroom of students—right alongside the master or mentor teacher.

Master and mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, master or mentor teachers often visit classrooms to coach teachers on a new instructional strategy after Introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: Mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ongoing job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the TAP system. Professional development in TAP schools is provided by school-based expert master and mentor teachers, who have been selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners. For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). TAP schools structure their schedules to allow for professional development activities to take place during the school day. Every week, master and mentor teachers lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade-or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previous discussed but is also tied to evaluation results and student assessment data.

TAP Addresses the Needs of Schools, Teachers and Principals
Rather than rely on outside experts offering one day workshops, TAP schools recruit or develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data *from students in the school building* are analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

TAP Leadership Team (TLT) Meetings. The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.
Cluster Groups. Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.
These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's high stakes tests.

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Other Support. All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. TAP teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the *same* master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

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2014–2016 Educator Excellence Innovation Program

| Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Structure of Performance-Based Compensation in the TAP System

Performance-based compensation for teachers. The TAP System rewards teachers, principals and other personnel who demonstrate effectiveness on multiple measures - including student growth and classroom observations - with differentiated levels of bonuses. Teachers earn performance-based compensation based on evaluation measures: classroom value added, school-wide value added, and SKR scores. The participating schools and districts will establish a dollar amount per teacher into an annual performance award fund. Performance awards will be based on the weights illustrated in the following chart: 50% for the average teacher evaluation score, 30% for individual classroom achievement growth and 20% for school-wide achievement growth. In the event that the individual classroom achievement portion is not applicable due to a teacher teaching an untested grade or subject, the teacher's 30% weight for classroom achievement gains will be shifted to school achievement gains or student learning objective (SLO) where applicable.

Minimum performance levels have been established for each portion of the award. Teachers must score 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. Minimum SKR scores are different depending on the teacher role, reflecting the different responsibilities and expectations for career, mentor, and master teachers. Career teachers must earn a minimum average score of 2.5 or higher, mentor teachers a score of 3.5 or higher and master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay. A teacher could earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases, differentiating incentives and ensuring performance awards are of sufficient size to affect behavior.

The size and structure of TAP performance awards have been proven to affect educator behavior and recruitment and retention decisions in high-need schools as shown in the chart below, "Increased Retention of Highly Effective Teachers in TAP Schools."

Increased Retention of Highly Effective Teachers in TAP Schools[7]
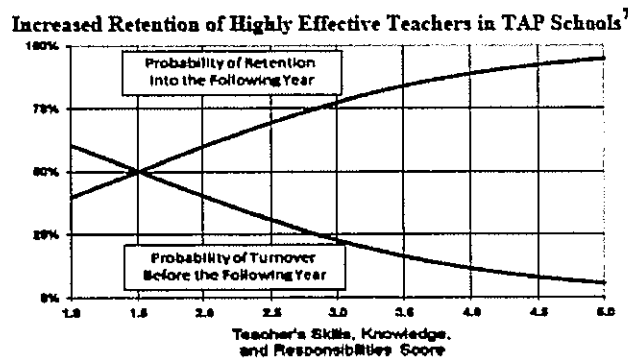
TAP uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in TAP schools. TAP's *individual* performance incentives are comprised of classroom value-added (when available) and SKR scores. The school-wide value-added measure is TAP's *group* performance incentive. Based on the results of this experience, and the research below, we believe the incentives proposed for the Partnership schools will be sufficient to affect behavior in Partnership schools. TAP's comprehensive approach to incentives attracts effective teachers and principals because of its opportunities for expanded pay and supportive working environment in high-need schools. In addition, TAP's performance-based incentives, instructionally focused accountability and on-site professional development support continuing improvement in teaching and leadership skills. In this way, TAP increases the percentage of effective educators in a school through a combination of recruitment and retention.

Research shows performance incentives in the range of 8% are effective:
• Odden & Wallace (2007) recommend a range of 4 to 8% of base pay for performance bonuses in education. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to 3% of base pay, although many researchers recommend larger bonuses than that.

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• A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as $1500 (Vigdor, 2009).

Research outside of education shows bonuses are effective when combined with other elements:
• The median bonus in a survey of 661 private sector plans was 5% of base pay, and bonuses above that were perceived as more successful by the private sector companies using them (McAdams & Hawk, 1994).

• Research has shown that features other than the magnitude of awards, such as how performance incentives are structured and presented, appear to moderate the influence of performance incentives (Bonner, 2002; Heneman, 1998; Taylor et al., 2009).

Size of awards. Performance incentives that are 5% or more of base pay have proven high enough to change behavior in the context of the TAP system of comprehensive reform (Daley, Kim 2010). Given the critical recruitment and retention needs and the added difficulties posed by a rural location, district leaders believe that offering teachers the opportunity to earn performance awards greater than 5% of base pay is crucial to being competitive with neighboring districts that offer much higher salaries. Therefore, the participating schools and districts will create a fund for performance bonuses by setting aside a designated amount consistent with the research recommendations.

Structure of award. Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory, research and 14 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

As previously described master and mentor teachers will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. TAP schools and districts are encouraged to form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have a master's degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, Instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities. A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, Educators will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "SKR score" portion of the TAP performance award. The districts' schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This full view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Multiple career paths incentivize teachers to take on new leadership roles (i.e., mentor and master teacher) and additional responsibilities with corresponding increase in pay. In a TAP school, "career teachers" are regular classroom teachers and mentor teachers are released a portion of their time. Master teachers play a completely new role as they are typically not assigned to a specific classroom, but rather work as an instructional leader with teachers and deliver high-quality instruction directly to students. Master and mentor teachers are selected through a competitive, performance-based hiring process and form a TAP Leadership Team (TLT), along with the principal, to deliver school-based professional support and conduct classroom observations. As previously detailed the master and mentor teachers are responsible for providing professional development through cluster group meetings, TAP Leadership Team (TLT) meetings, providing classroom support for observations including coaching, modeling, co-teaching, demonstrating lessons, conducting pre- and post-conferences and providing other individualized support.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Click and type here to enter response.

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font; no smaller than 10 point.

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Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Somerset ISD has implemented the TAP model at the Somerset Junior High School since the 2011-2012 school year and at the Somerset High School since the 2012-2013 school year. Both have been implemented using DATE Grant and TIF Grant monies. The TAP model is a challenge financially. The model requires a 15:1 teacher to Master Teacher ratio and 8:1 teacher to Mentor Teacher ratio. With those requirements, Somerset changed the structure of the administration team to enable the funding of additional Master Teachers by changing Academic Deans Full Time Equivalents to Master Teachers. Besides the salaries, salary augmentations, in keeping with multiple career paths, equals to an additional $10,000 per Master Teacher. Mentor Teachers receive an augmentation of $5,000 for their extra duties. The TIF grant is in its 4th year of a 5-year grant. The district has had to match 10% in the 3rd year, 20% in the 4th year and 40% in the 5th year. The required TIF match will place a financial strain on meeting these needs, consequently placing a strain on the implementation at the other four campuses. Additionally, the four campuses with a modified TAP implementation have one Master Teacher per campus with reduced evaluation schedules. In order to implement a comprehensive TAP model, the district needs to increase the number of Master Teachers to meet ratios and increase the augmentation of Mentor Teachers from $2,000 to $5,000 to equal to what is being paid at the TIF campuses. This would also enable those Mentor Teachers to certify and conduct evaluations as currently being done with the TIF campuses. Only through grant support will the district be able to sustain the full TAP model. As changes were made to positions at the two TIF campuses, so were changes made to the remaining four campuses. Instructional Interventionist positions were changed to Master Teachers. The funding for these positions comes from Title I monies. The grant would help us increase the number of Master Teachers to the required ratios and fund their salaries and salary augmentation. Somerset ISD is a rural school district with many financial challenges. Performance gaps with ethnic groups, English Language Learners and Special Education exists. The at-risk population of students continues to increase and represents over 50% of the district enrollment. Over 80% of the student population is identified as economically disadvantaged. TAP incorporates the right tools needed to support teachers and students by meeting the needs of these special populations. The grant would support the district by continuing the implementation of a model already showing success in student achievement at the campuses that have had the model in place. Grant funds would help us replicate these successes.

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County-district number or vendor ID: 015909	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

March 2014
1. TAP Summer Institute dates determined and planned
2. TAP Summer Institute dates communicated district-wide
3. Review of job descriptions for all Master and Mentor Teacher positions
4. All Master and Mentor Teacher positions posted

April 2014
1. Interviews conducted for all positions
2. Selected candidates informed of positions to be taken to the board of trustees for approval

May 2014
1. Recommendations for Master and Mentor positions taken to the School Board meeting for approval
2. Calendar of events shared at initial meeting of all new TLT members
3. Prepare content and agenda for district TAP Summer Institute
4. Leadership team members attend and complete training

June 2014
1. New Administrators, Master and Mentor Teachers go through certification training
2. Set meeting dates for the 2014-2015 school year for District TLT meetings
3. Set meeting dates for the 2014-2015 school year for campus TLT meetings
4. All returning Administrators, Master and Mentor Teachers recertify

July 2014
1. District TAP Summer Institute held to include listed items for July bullets 2-4
2. Disaggregate campus and district data
3. Set goals and plans for each campus
4. Review previous year's areas of strengths and weaknesses for improvement

August 2014
1. Hold initial meetings for all TLT members
2. Share calendars, data, areas of focus and goals for the 2014-2015 school year

September 2014 – June 2015
1. Implement TAP model with fidelity
2. Hold monthly District TLT meetings
3. Provide monthly reports to the Board of Trustees for ongoing Implementation
4. Conduct all cluster and TLT meetings at all campuses
5. Hold monthly Master Teacher meetings with support from NIET
6. Hold monthly Mentor Teacher meetings with support from NIET
7. Hold monthly District Curriculum CORE team meetings for review of implementation, areas of need and provide interventions as necessary.
8. Conduct TLT evaluations by TLT district evaluators for effective meetings at the campus level
9. Review CODE data for inter-rater reliability

Repeat process in Year 2 of the grant

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015909	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TAP model has been in place at the Somerset Junior High School since the 2010-2011 school year. The selection of the campus was done through a committee decision composed of both campus and department personnel as part of the DATE grant requirements. The decision to select the campus was made after data showed it to be in need of assistance. After the committee made the campus selection, a meeting was held at the selected campus. After a majority vote by the instructional staff, the campus began to implement the TAP model. The campus was then added to the 2010 TIF grant application. It was with this grant, through the availability of additional funds by the grant's fiscal agent, that the next campus was selected to participate. Somerset High School was selected based on assessment data. The campus was presented with the opportunity to participate in the grant and voted unanimously to enter into the grant and implement TAP. The implementation year was the 2012-2013 school year. After reviewing the data and success of the implementation of TAP for the past 3 years at the Somerset Junior High, the district determined that the implementation of the model resulted in positive results leading to higher academic achievement. The Superintendent released a survey to all teachers at the non-TAP schools and asked them to vote on whether they would want to move to a TAP implementation and performance pay model. After a majority vote, the Superintendent presented the findings to the board of trustees. The board of trustees voted unanimously to support a modified version of the TAP model at the remaining four campuses. In addition to having unanimous support of the model, a member of the board of trustees attended the TAP national conference in March of 2012.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation will be district-wide.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: